

SHIRLEY TWP EL SCH

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Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

The Mount Union Area School District prepares all children for success and productivity in a global society by encouraging the fulfillment of individual hopes and dreams. Our mantra is - "Proactive for Students!"

STEERING COMMITTEE

Name	Position	Building/Group
Erin Cornelius	Building Principal	Administrator
Dr. Michelle Hall	Director of Instruction, Assessment and Curriculum	Administrator
Carol Kauffman	Federal Programs Coordinator	Administrator
Dolly Ranck	Board President	Board of Director
Christian McClure	Math Intervention Teacher	Teacher
Sandy Snair	Parent	Parent
Cheryl Marino	Owner, Community Dog Walking Business	Community Leader
Dr. Dianne Thomas	Director of Special Education	Administration
Dr. Amy Smith	Superintendent	Administration

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Historically, the district has not had an individual leading the data analysis process. As a result, the process needs significant improvement. We believe the data analysis outcomes will help us target instruction and improve student performance.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Due to the use of materials not aligned to the PA Academic Standards, teachers have been using a plethora of materials. As a result, academic performance has been below out like-peers with similar %'s of students identified as economically disadvantaged.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy			
Continuous Improvement Model for Data Analysis			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Data Analysis Implementation	100% of teachers will utilize the data analysis process (Victoria Bernhardt's Model of Continuous Improvement) to direct their instruction		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The Director of Curriculum, Instruction	2020-10-01 - 2020-11-10	Director of Curriculum,	school data collection, storage are for multiple

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and Assessment will introduce Victoria Bernhardt's Model of Continuous Improvement		Instruction and Assessment	measures of data, time to meet with subject or grade level groups
Director of Curriculum, Instruction and Assessment will create a district-wide spreadsheet to house summative, benchmark and diagnostic data	2020-10-01 - 2020-11-10	Director of Curriculum, Instruction and Assessment	Excel spreadsheet
Director of Curriculum, Instruction and Assessment will meet quarterly with all grade level teams or subject area teams to discuss specific data	0020-10-01 - 2021-06-30	Director of Curriculum, Instruction and Assessment	scheduled meeting times

Anticipated Outcome

All teachers will buy-in to the data analysis process and utilize the outcomes to direct their instruction

Monitoring/Evaluation

Professional Learning Communities participation and utilization of data-driven instruction will improve Grades 3, 4, and 5 PSSA ELA and Math student test scores.

Evidence-based Strategy

Data Collection Schedule

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Data Analysis Implementation	100% of teachers will utilize the data analysis process (Victoria Bernhardt's Model of Continuous Improvement) to direct their

Goal Nickname**Measurable Goal Statement (Smart Goal)**

instruction

DIBELS Growth

By the end of the 2020-2021 school year, 100% of our students will advance from Intensive Support to Strategic and 100% of our students will advance from Strategic Support to Core Support in DIBELS.

Math Benchmark Growth

By the end of the 2020-2021 school year, 100% of our students will advance from Intensive Support to Strategic and 100% of our students will advance from Strategic Support to Core Support in the Envision Math Benchmark Test.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Director of Curriculum, Instruction and Assessment will create a district-wide assessment calendar where multiple measures of data will be collected to drive the focus of instruction

2020-08-26 - 2020-10-01

Director of Curriculum, Instruction and Assessment

evidence-based data collection tools and resources

Director of Curriculum, Instruction and Assessment will collect all data from district assessments

0020-08-26 - 2021-06-30

Director of Curriculum, Instruction and Assessment

Excel spreadsheet

Teachers will target their instruction based on data-collected outcomes using core curricular materials for Tier 1 of the MTSS process

0020-10-01 - 2021-06-30

District Administration

MTSS training

Anticipated Outcome

100% of teachers will target their instruction based on data-collected outcomes using core curricular materials for Tier I of the MTSS process

Monitoring/Evaluation

Classroom observations and evaluations

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of teachers will utilize the data analysis process (Victoria Bernhardt's Model of Continuous Improvement) to direct their instruction (Data Analysis Implementation)	Continuous Improvement Model for Data Analysis	The Director of Curriculum, Instruction and Assessment will introduce Victoria Bernhardt's Model of Continuous Improvement	10/01/2020 - 11/10/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of teachers will utilize the data analysis process (Victoria Bernhardt's Model of Continuous Improvement) to direct their instruction (Data Analysis Implementation)</p> <p>By the end of the 2020-2021 school year, 100% of our students will advance from Intensive Support to Strategic and 100% of our students will advance from Strategic Support to Core Support in DIBELS. (DIBELS Growth)</p>	<p>Data Collection Schedule</p>	<p>Teachers will target their instruction based on data-collected outcomes using core curricular materials for Tier 1 of the MTSS process</p>	<p>10/01/0020 - 06/30/2021</p>
<p>By the end of the 2020-2021 school year, 100% of our students will advance from Intensive Support to Strategic and 100% of our students will advance from Strategic Support to Core Support in the Envision Math Benchmark Test. (Math Benchmark Growth)</p>			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement _____ ;

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

Dr. Amy Smith

2020-10-05

School Improvement
Facilitator Signature

Building Principal Signature

Erin M. Cornelius

2020-10-05

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Build on our PBIS experience to implement an MTSS model for continuous improvement

All student groups are making growth in ELA

All student groups are making growth in Math

We are above the state average in Science with 76.7% of our students scoring Proficient or Advanced in grade 4.

100% of our 3-5 students are on track with Career Readiness Portfolios

All students with disabilities have access to core curricular materials

Students with disabilities did increase their performance from the previous year in ELA

Students with disabilities made growth in both ELA and Math

Students with disabilities met the interim target for ELA

Increasing in the Advanced Category in ELA and Math

Downward trend in the number of students scoring Below Basic on the Grade 3, 4 & 5 ELA and Math

The grade 3-5 elementary building is starting MTSS and has had PBIS in place for the past two years

Challenges

Work to improve the data analysis process

Only 54.2% of students are scoring Proficient or Advanced on PSSA in ELA

Only 37.5% of our students are scoring Proficient or Advanced on the Math PSSA

We have not met the statewide 2030 goal of 83% in Science

To maintain the 100% performance currently achieved

Students with disabilities did not meet the interim target in Math

We have more students scoring Below Basic than our like-peers across the state in both ELA and Math

In ELA, we have between 68-96% of our students falling in the Basic or Proficient area with more students falling into the Basic category

In Math, we have between 56-94% of our students falling into the Basic and Below Basic area with over half of our students falling into the Below Basic category over the past five years

We are not utilizing the core curriculum with fidelity

Strengths

Grade 4 had a significant improvement in in ELA between 2017-18 and 2018-19

Grade 5 students show a downward trend in students score Below Basic

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Work to improve the data analysis process	We plan to use Victoria Bernhardt's Model of Continuous Improvement, which includes perceptual, school processes, demographic and achievement data.	✓
We are not utilizing the core curriculum with fidelity	We plan to require all teachers to use Envision Math and Open Court Reading as prescribed.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Continuous Improvement Model for Data Analysis

Action Steps	Anticipated Start/Completion Date
The Director of Curriculum, Instruction and Assessment will introduce Victoria Bernhardt's Model of Continuous Improvement	10/01/2020 - 11/10/2020

Monitoring/Evaluation	Anticipated Output
Professional Learning Communities participation and utilization of data-driven instruction will improve Grades 3, 4, and 5 PSSA ELA and Math student test scores.	All teachers will buy-in to the data analysis process and utilize the outcomes to direct their instruction

Material/Resources/Supports Needed	PD Step
school data collection, storage are for multiple measures of data, time to meet with subject or grade level groups	yes

Action Steps	Anticipated Start/Completion Date
Director of Curriculum, Instruction and Assessment will create a district-wide spreadsheet to house summative, benchmark and diagnostic data	10/01/2020 - 11/10/2020

Monitoring/Evaluation	Anticipated Output
Professional Learning Communities participation and utilization of data-driven instruction will improve Grades 3, 4, and 5 PSSA ELA and Math student test scores.	All teachers will buy-in to the data analysis process and utilize the outcomes to direct their instruction

Material/Resources/Supports Needed	PD Step
Excel spreadsheet	no

Action Steps

Anticipated Start/Completion Date

Director of Curriculum, Instruction and Assessment will meet quarterly with all grade level teams or subject area teams to discuss specific data

10/01/0020 - 06/30/2021

Monitoring/Evaluation

Anticipated Output

Professional Learning Communities participation and utilization of data-driven instruction will improve Grades 3, 4, and 5 PSSA ELA and Math student test scores.

All teachers will buy-in to the data analysis process and utilize the outcomes to direct their instruction

Material/Resources/Supports Needed

PD Step

scheduled meeting times

no

Action Plan: Data Collection Schedule

Action Steps**Anticipated Start/Completion Date**

Director of Curriculum, Instruction and Assessment will create a district-wide assessment calendar where multiple measures of data will be collected to drive the focus of instruction

08/26/2020 - 10/01/2020

Monitoring/Evaluation**Anticipated Output**

Classroom observations and evaluations

100% of teachers will target their instruction based on data-collected outcomes using core curricular materials for Tier I of the MTSS process

Material/Resources/Supports Needed**PD Step**

evidence-based data collection tools and resources

no

Action Steps**Anticipated Start/Completion Date**

Director of Curriculum, Instruction and Assessment will collect all data from district assessments

08/26/0020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Classroom observations and evaluations

100% of teachers will target their instruction based on data-collected outcomes using core curricular materials for Tier I of the MTSS process

Material/Resources/Supports Needed**PD Step**

Excel spreadsheet

no

Action Steps**Anticipated Start/Completion Date**

Teachers will target their instruction based on data-collected outcomes using core curricular materials for Tier 1 of the MTSS process

10/01/0020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Classroom observations and evaluations

100% of teachers will target their instruction based on data-collected outcomes using core curricular materials for Tier I of the MTSS process

Material/Resources/Supports Needed**PD Step**

MTSS training

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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100% of teachers will utilize the data analysis process (Victoria Bernhardt's Model of Continuous Improvement) to direct their instruction (Data Analysis Implementation)	Data Collection Schedule	Teachers will target their instruction based on data-collected outcomes using core curricular materials for Tier 1 of the MTSS process	10/01/0020 - 06/30/2021
By the end of the 2020-2021 school year, 100% of our students will advance from Intensive Support to Strategic and 100% of our students will advance from Strategic Support to Core Support in DIBELS. (DIBELS Growth)			
By the end of the 2020-2021 school year, 100% of our students will advance from Intensive Support to Strategic and 100% of our students will advance from Strategic Support to Core Support in the Envision Math Benchmark Test. (Math Benchmark Growth)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis Process	All Teachers	The data collection process using evidenced-based Victoria Bernhardt's Model of Continuous Improvement.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of data collection tools	10/01/2020 - 11/10/2020	Director of Curriculum, Instruction and Assessment

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Training	All Teachers	MTSS Process

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
80% of our students will be successful after Tier 1 instruction, 15% of students will be successful after receiving Tier II instruction. 5% of students will be successful after receiving Tier III instruction.	10/01/2020 - 06/30/2021	TIU #11

Danielson Framework Component Met in this Plan:

**This Step meets the
Requirements of State
Required Trainings:**

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

Teaching Diverse
Learners in an
Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Plan will be posted on our district website	Comprehensive Goals and Action Steps	Electronic	All Families	October 2020
School-Wide Comprehensive Plan will be share with all staff	Plan Goals and Action Steps	PLC's	All Teachers	Now-Nov. 10, 2020
Summary of School-Wide Comprehensive Plan and Action steps will be made available to all families	Plan Goals and Action Steps	One-sheet paper summary	All Families	November 10 Parent-Teacher Conferences
